



Online Early Literacy Coursework with Saroj Ghoting

As part of the [Growing Wisconsin Readers](#) early literacy initiative, the [Public Library Development Team](#) at the [Wisconsin Department of Public Instruction](#) is proud to announce a free, new professional development opportunity for Wisconsin public youth services librarians. Thirty librarians will be selected to participate in a pair of asynchronous online early literacy courses taught by nationally renowned early literacy consultant [Saroj Ghoting](#). The first course will take place during Fall 2014 and the second course will take place in Winter 2015. There is no cost to participants to take part in the pair of courses, though the purchase of 2 books is required.

Past participants in these courses have commented positively about the ease and flexibility of the online experience. Most importantly, participants valued the direct connection between the coursework and their practice. A digital badge and certificate will be awarded to participants upon completion. *This is an opportunity not to be missed!* Applicants must apply [online](#) by Tuesday, September 16, 2014. Thirty applicants will be selected, preferably representing all 17 public library systems. For questions about the course, contact Tessa Michaelson Schmidt, Youth and Special Services Consultant at tessa.schmidt@dpi.wi.gov.

The Courses

Participants must commit to taking both courses; the second course builds on the content of the first course. Participation is independent and asynchronous; participants log in at their own convenience. An average student spends about three hours per week on the course, though participation varies. Also, a mandatory "Introduction to Moodle" course must be completed before the first course begins. All courses are free for the selected participants. Participants are required to obtain their own copies of the required texts for use during the course. Securing a personal or professional copy is recommended; interlibrary loan is not encouraged since limited copies are available. A teleconference with course participants and the instructor will take place mid-course for both courses.

Early Literacy and Books: Making the Connection (October 19-November 22, 2014)

The goal of this training is to introduce you to the early literacy components/skills and practices as set forth in the second edition of Every Child Ready to Read®, an initiative of the American Library Association. By the end of the class, you should be able to recognize what the early literacy components/skills look like for each age-level of child, newborn to two-year-olds, 2 and 3 year olds and 4 and 5 year olds and to demonstrate how the components and practices can be applied while sharing books with young children.

Each week you will view an online video presentation. You will also complete assignments that will be due each Saturday.

The required text book is *Ages and Stages* by Karen Miller (2001), available through [Gryphon House](#). Participants must obtain this book in advance and have it in hand by the first day of the course. In addition please locate a copy of *Llama, Llama, Red Pajama* by Anna Dewdney by the beginning of the fourth week of the class; use a [library copy](#) of this text or the online version accessible with a free account at [WeGiveBooks.org](#).

Course Overview

Session One: Introduction, Information on Brain Development and Stages of Early Childhood Development

Session Two: Overview of Reading Research, Reading Process, Five Early Literacy Practices

Session Three: Oral Language, Three Ways to Engage Parents and Children in Interactive Reading, Overview of Early Literacy Components

Session Four: More in-depth information on four early literacy components, development over the age levels, and relating to books

Session Five: More in-depth on background knowledge component—development over the age levels, and relating to books; Relate components and practices to each other and to books and activities to extend books

Early Literacy Enhanced Storytimes: Adults as Partners in Developing Language and Literacy (January 11-February 14, 2015)

The goal of this course is to provide you with skills and tools to transform your traditional storytime into an early literacy enhanced storytime using information on the early literacy components and the five practices described in *Every Child Ready to Read @ Your Library*® (2011). To this end you will learn to convey early literacy information to parents/caregivers in the storytime setting. It is important to note that this class does not cover how to plan and present storytimes. Instead, it focuses on incorporating early literacy information/asides into the storytimes you are already presenting.

Each week you will view an online video presentation. You will also complete assignments that will be due each Saturday.

The required text is *Storytimes for Everyone: Developing Young Children's Language and Literacy* by Saroj Nadkarni Ghoting and Pamela Martin-Diaz, available through the [ALA Store](#). Participants must obtain this book in advance and have it in hand by the first day of the course.

Course Overview

Session One:

- Submit one storytime plan you have presented
- Submit the name of your partner
- Review Early Literacy components and practices
- Learn about applying early literacy components and practices in storytime

Session Two:

- The early literacy enhanced storytime—what and why
- Types of early literacy asides
- Explain Aside

Session Three:

- Getting Comfortable with Asides
- The Example Aside
- Apply to Your storytime

Session Four:

- Interactive activities
- The Empower Aside
- Planning the Early Literacy Enhanced Storytime
- Apply to Your Storytime

Session Five:

- Differences in Traditional and Early Literacy Enhanced Storytimes
- When the Adult Is Not Present
- Storytime Handouts

The Instructor

Saroj Ghoting is an Early Childhood Literacy Consultant and national trainer on early literacy. She presents early literacy training and information sessions at national, regional, and state conferences, and training for library staff and their partners. She has been a consultant for the Public Library Association and the



Association for Library Service to Children of the American Library Association on the Every Child Ready to Read @ your library® early literacy initiative. She is a co-author of *Early Literacy Storytimes @ your library: Partnering with Caregivers for Success* which applies the information from the Every Child Ready to Read @ your library workshops to the storytime setting, *The Early Literacy Kit: A Handbook and Tip Cards* from ALA Editions which offers information on the school readiness domains to convey to parents and caregivers in a storytime setting, and *Storytimes for Everyone! Developing Young Children's Language and Literacy*, which applies the updated research and approach of the second edition of Every Child Ready to Read® including supporting scientific and mathematical thinking to storytimes. Her newest book is *STEP into Storytime: Using StoryTime Effective Practice to Strengthen the Development of Newborns to Five-Year-Olds* and includes information on presenting storytimes for mixed-age groups, when newborn to five-year-olds are in the same storytime.

Course Mechanics

The early literacy courses will be offered through [Moodle](#) and electronically hosted by the [Library of Virginia](#). Participants must have access to a computer with a stable Internet connection for both courses and the introduction course. Participants must also provide an email address and phone number in order to be

contacted by the instructor, Moodle facilitator, or course coordinator before, during, and after the course.

A required prerequisite to both courses is a two-session online course "Introduction to Moodle." Introduction to Moodle will begin Monday, September 29, 2014 and MUST be completed before the first course begins. The goal of this course is to ensure that your computer interacts with the Moodle program. Please take the course on the computer you are planning to use for the four-week course.

Course Requirements

Participants must:

- Be a youth services librarians employed by a Wisconsin public library offering regular early literacy programs and services.
- Secure necessary permission from the library director before applying.
- Have access to a computer with a stable Internet connection for both courses and the introduction course.
- Participate in coursework independently and asynchronously during the following dates:
 - Introduction to Moodle course (September 29-October 10, 2014)
 - Early Literacy and Books: Making the Connection (October 19-November 22, 2014)
 - Early Literacy Enhanced Storytimes: Adults as Partners in Developing Language and Literacy (January 11-February 14, 2015)
- Be available for a one hour teleconference on:
 - Wednesday, November 12, 2014 at EITHER a midday or late afternoon timeslot, TBD
 - Tuesday, January 27, 2015 at EITHER a midday or late afternoon timeslot, TBD
- Commit to securing personal or professional copies of:
 - Ages and Stages by Karen Miller (approximately \$15 through a standard book vendor)
 - Storytimes for Everyone: Developing Young Children's Language and Literacy by Saroj Nadkarni Ghoting and Pamela Martin-Diaz (approximately \$52 from the ALA Store only)
- Commit to locating:
 - Llama, Llama Red Pajama by Anna Dewdney during the week of November 9, 2014

Course Contacts

Course Coordinator:

Tessa Michaelson Schmidt, Wisconsin Public Library Youth Services Consultant
tessa.schmidt@dpi.wi.gov (608)267-5077

Moodle Facilitator:

Enid Costley, Library of Virginia Early Literacy Consultant
enid.costley@lva.virginia.gov (804)692-3765

Course Instructor:

Saroj Ghoting, Early Childhood Literacy Consultant
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Application

Applicants must apply online by Tuesday, September 16, 2014 via:
forms.dpi.wi.gov/se.ashx?s=56301B2D71D6D5AA

Participants will be selected and notified *via phone* between September 18-24, 2014. All applicants will be notified about their status via email by September 26, 2014.

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